

## **CHAPTER 1**

### **INTRODUCTION**

This research discusses the problems of the students in composing argumentative text. Before discussing further, this chapter describes briefly the research background, research problems, research objectives, the scope and limitation, research significance, and definition of key terms.

#### **1.1 Research Background**

Writing is one of the English skills besides reading, speaking and listening. It is considered as the most difficult skill that students have to learn because there are four aspects to consider. While composing a paragraph, the construction of the words, language structure, writing technique, and the idea development (Hasani, 2016). That is why writing is not an easy thing to do because after the students choose the topic that they want to write, they cannot directly write and then finish. The paragraph will be unorganized and disordered. Writing takes a long process. Oshima & Hogue (2007) states that there are four stages in the process of writing: prewriting, organizing, writing and revising the draft, and polishing. That is why, writing is a difficult thing to do for students (Jarum, 2004 as cited in Masyhud, 2010).

In the academic writing, argumentative text is important because in the academic world students write papers dealing with new and original ideas. However, composing an argumentative text is not easy as it seems. In fact, it is a difficult thing to do because writing an argumentative text needs critical thinking which is supported by strong arguments. The result of a research by Hasani (2016)

showed that students' low ability to think critically affect their argumentative writing ability. In fact, the students have different levels of critical thinking ability (Hasani, 2016). Moreover, strong arguments are needed to write an argumentative text. But, Ferretti et al. (2000) as cited in Hasani (2016) said that students usually do not point out their arguments clearly and do not see their arguments from the other point of view.

The problems of the students faced in writing argumentative were showed in the result of the study conducted by Ka-kan-dee et al. (2014). The study discovered that the main Thai EFL English major students' difficulties were grammar, providing solid evidence, vocabulary, argumentative text structure, deadline, idea organization, fulfilling task demand, L1 transfer and translating, writing thesis statement, interpreting the question, understanding the question, pacing, topic choice, evaluating, and length. Then, the other study by Rahmatunisa (2014) showed that in the linguistics aspect, the students had problem in words formation (30.2%), grammar (23.2%), article use (21%), words classes (16.3%), and error in using words (9.3%). In the cognitive aspect, the problems were related to difficulties in remaining word classes, organize paragraph, making a conclusion, putting punctuation and generic structure. In the psychological aspect, the problems were related to egoism, laziness, bad mood, and difficulties to start writing.

The problems were also faced by the researcher's colleagues when they were writing an argumentative text in Writing IV class. In the preliminary study, they faced linguistics problems such as grammar, sentence structure, punctuation,

and coherence. Not only that, they were also confused in finding the topic, organizing ideas, and writing quotation. Moreover, looking for references is somewhat difficult for them. In the psychological aspect, sometimes they felt blank when they were writing, excited, nervous, lazy, badmood, and challenged when the teacher asked them to compose an argumentative essay. Since writing IV class is the highest level of writing, students who join the class are expected to master writing skill because they are about to face thesis writing in the next semester. But, on the other hand, a study conducted by Susanto (2006) showed the students who were doing their thesis writing faced such problems as grammar (67.56%), vocabulary (18.54%), punctuation (10.73%), and spelling (3.17%). From those results, it means that even they had passed from writing IV, they still faced some problems in writing their thesis.

Based on this phenomenon, the researcher intends to do a research in this topic; that is investigating the problems faced by students of Writing IV class while composing argumentative text in English Language Education Department of University of Muhammadiyah Malang.

## **1.2 Research Problems**

From the background of the study above, the researcher could formulate the research problems as follows:

1. What are the problems faced by students in composing an argumentative text in writing IV class of English Language Education Department?
2. What are the solutions suggested by the teacher for students who have faced problems in composing an argumentative text in writing IV class?

### **1.3 Research Objectives**

Based on the research problems above, the objectives of this study are:

1. To know the problems faced by students in composing an argumentative text in writing IV class of English Language Education Department;
2. To know the solutions suggested by the teacher for students who are faced problems in composing argumentative text in writing IV class.

### **1.4 The Scope and Limitation**

The present study focused on the problems of the students had, including linguistics, cognitive, and psychological, and the solutions suggested by the teacher. Moreover, it is limited for students who are taken writing IVA class in year 2017 and the writing IV teacher who taught them.

### **1.5 Research Significance**

The study is focused on identifying the problems faced by students in composing an argumentative text in writing IV class. Not only that, but it also provides the solutions suggested by the teacher.

The researcher hopes that this research could give positive impact to the teacher and the students. From this research, the teacher could figure out the problems that students in writing IV have so that the teacher could discover the appropriate teaching method, technique, and strategy to overcome the student's problems. On the other hand, the researcher also hopes the students could

overcome their problems with suggestions from the teacher. Moreover, it could prevent the students do errors in their thesis writing.

### **1.6 Definition of Key Terms**

Argumentative text is an essay in which the writer agrees or disagrees with an issue, using reasons to support his/her opinion (Oshima & Hogue, 2006)

Writing IV Class is the highest writing course that students of English Language Education in the sixth semester have to master writing skill.

